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ABSTRACT

This manual is designed to serve as a textbook outlining sound library administrative practices or as an aid in policy development. The basics of good library services are described, and libraries are encouraged to choose services appropriate for their situation, plan for them, and measure their effectiveness. Ninety performance measures outline quality library service in six major areas: (1) governance, administration, and funding; (2) staffing; (3) collections; (4) services; (5) public relations; and (6) access and facilities. These performance measures are intended to encourage the ongoing development of consistent and high quality library services through the identification of relevant policies, service levels, role selection, and output measures. More emphasis is placed on planning and role setting than on statistics. The conflict between general standards and the belief that each library must determine its own role in the community is also addressed. Appended materials include a model ordinance, sample library service policies, guidelines to formulating a community study, recommended minimum holdings, a space needs worksheet, criteria for State Library of Iowa certification, a glossary of relevant terms, and a 19-item bibliography. (SD)

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In Service to Iowa:

Public Library Measures of Quality

Second Edition

State Library Standards Committee
Des Moines, Iowa 1989

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In Service to Iowa: Public Library Measures of Quality

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PREFACE

It has been four years since IN SERVICE TO IOWA: PUBLIC LIBRARY MEASURES OF QUALITY was published. Since that time, more than 374 public libraries have filed reports with the State Library documenting their progress toward accreditation. At least 119 libraries have been accredited once and more than half of the 99 counties have at least one accredited library.

The Standards Committee and the State Library staff have refined the policies and procedures for reviewing applications. Information from these reports has been tallied and analyzed, with the resulting data used to plan continuing education programs statewide. Additionally, this data has been shared with the Regional Libraries via a region-by-region statistical summary.

As the first edition of our state standards manual owed much to Illinois' document, AVENUES TO EXCELLENCE, this second edition compliments WISCONSIN PUBLIC LIBRARY STANDARDS in design and scope. OUTPUT MEASURES, along with state and national statistical publications (specifically the IOWA PUBLIC LIBRARY STATISTICS), provide broad, comparative data. Moreover, emphasis is placed on the importance of library boards engaging in long-range planning and role setting based on ALA's PLANNING AND ROLE SETTING FOR PUBLIC LIBRARIES. It is our intent that IN SERVICE TO IOWA be used as a planning guide, incorporating role selection for libraries.

In this second edition of IN SERVICE TO IOWA, 90 performance measures outline quality library service in six major areas:

1. **Governance/Administration/Funding**
2. **Staffing**
3. **Collections**
4. **Services**
5. **Public Relations**
6. **Access/Facilities**

The Standards Committee, the State Library, and the Iowa Library Association continue to endorse, support and stress the value of the accreditation process and to disseminate information concerning it. We thank the Iowa public library community for its assistance with this second edition of IN SERVICE TO IOWA.

State Library Standards Committee, 1989

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INTRODUCTION

RATIONALE:

The 90 performance measures in this second edition of IN SERVICE TO IOWA are intended to encourage the ongoing development of quality library service in the state. By identifying policies, service levels, role selection and output measures, this document points the way toward consistency and quality in all aspects of library service.

The conflict between general standards and the belief that each library must determine its own role in the community is addressed in this document. More emphasis is placed on planning and role setting than on statistics. IN SERVICE TO IOWA stresses identifying and choosing the role or roles the library plays in its community. IN SERVICE TO IOWA also fulfills the State Library's responsibility to establish standards for public libraries (CODE OF IOWA, Chapter 303).

This manual can serve several purposes. Used as a textbook, it outlines sound library administrative practices. It can aid in policy development. Used as a planning tool, it enables libraries to set **goals** and **objectives** based on accepted service standards and to chart their progress toward meeting their **goals.** (See Appendix G)

A public library must determine and establish its own identity in its community. The uniqueness of every library is recognized and encouraged. At the same time, IN SERVICE TO IOWA describes the basics in good library service. It encourages libraries to choose appropriate services, plan for them, and measure their effectiveness. A public library with a mission, a **long-range plan**, and specific **goals** and **objectives** will have a credible voice with funding authorities and will serve its community well. (See Appendix G)

REPORTING/ACCREDITATION PROCEDURES:

Annually, in conjunction with the State Library's PUBLIC LIBRARY GENERAL INFORMATION SURVEY, each library is asked to report its progress toward achieving accreditation by completing the APPLICATION AND REPORT FORM FOR ACCREDITATION according to IN SERVICE TO IOWA and the instructions included in the form. The form will be mailed annually to all public libraries. The library will send two copies of the APPLICATION AND REPORT FORM to the Regional Library, which will in turn forward a copy to the State Library.

ACCREDITATION REQUIREMENTS:

To achieve accreditation, a library must:

1. Meet all 36 required measures, cited as R1-R36, at a C level or better where applicable.
2. Meet 41 of the remaining 54 measures.
3. Submit the APPLICATION AND REPORT FORM to the State Library via the Regional Library by November 1 of the reporting year.

Accreditation certificates will be issued by the State Library in February of each year. Certificates are valid for two years from the date of issue.

EFFECTIVE DATE:

The second edition of IN SERVICE TO IOWA will go into effect on July 1, 1989. The first APPLICATION AND REPORT FORM based on the second edition will be filed in August of 1990. The first accreditation of libraries under the provisions of the second edition will occur in February of 1991.

WAIVERS:

Libraries which cannot meet a particular measure due to special circumstances may still become accredited by submitting a waiver request for that measure. Waiver requests must be in letter form and addressed to:

Standards Committee
c/o State Library of Iowa
East 12th and Grand
Des Moines, Iowa 50319

The Standards Committee will review each request and determine whether a waiver will be granted. Requests that are denied may be appealed to the State Librarian. An accreditation certificate granted as a result of a waiver is valid for one year only. In the following year, a two-year accreditation will be granted upon successful application for accreditation.

AUDITS:

Audits of a random sampling of accreditation applications are conducted by the State Library. Such audits include requests for clarification and/or additional information on selected measures. In addition to the random samplings, applications on which questions arise will also be audited.

DOCUMENT DESIGN:

1. Terms in **bold face** are defined in the Glossary. (See Appendix G)
2. The impact of role selection and suggestions for using *Public Library Roles* are found at the ends of Chapters 2-6.
3. Complete citations for DOCUMENTS referred to in the text are found in the Bibliography. (See Appendix H)
4. *Output Measures* are noted in italics in the text.

Public Library Role Descriptions

The Public Library Association has developed the following eight sample roles to assist local libraries in organizing services to meet local needs. The library decides which role or roles it will choose and what level of emphasis to place on each role. For a detailed explanation, consult McClure, PLANNING AND ROLE SETTING FOR LIBRARIES.

Community Activities Center

The library is a central focus point for community activities, meetings, and services. It works closely with other community agencies and organizations to provide a coordinated program of social, cultural, and recreational services.

The library provides both meeting room space and equipment for community- or library-sponsored programs. Programs might include book talks, health information fairs, book discussion groups, community issues forums, speaker series, concerts, art exhibits or humanities programs. The library may be a source of programming for local cable television. Library facilities may be used for organizations providing health testing programs, tax assistance, youth groups, voter registration, and the like.

Community Information Center

The library is a clearinghouse for current information on community organizations, issues, and services. The library maintains a high profile as a source of information about community services. It responds to community problems with specialized services provided both inside and outside the library building, such as a job information and skills center for a community with high unemployment.

The library may create local directories, maintain files of local organizations and service agencies, or index local newspapers. The library participates in community referral networks, and maintains and publicizes a master calendar of community events. The library participates with other agencies in planning programming or information fairs on community issues such as drug abuse and teenage pregnancy.

Formal Education Support Center

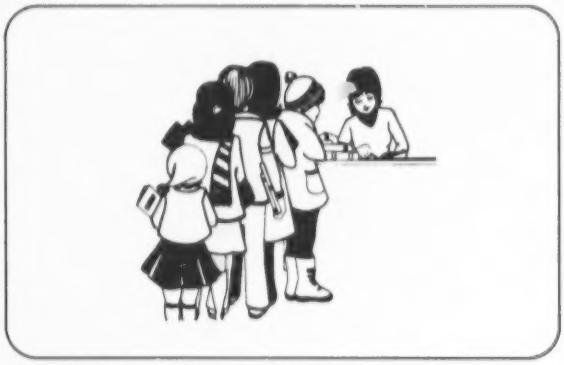
The library assists students of all ages in meeting educational objectives established during their formal courses of study. This may include students in elementary and secondary schools, colleges, community colleges, universities, or technical schools, as well as those involved in training programs, literacy or adult basic education, and continuing education courses. This emphasis on registration for formal instruction distinguishes the Formal Education Support Center from the Independent Learning Center.

The library offers tours for classes and instructs students on using library tools. It may sponsor a homework service using volunteers to assist students with assignments. In cooperation with local schools, the library may reserve special materials to meet classroom assignment needs. It may develop a clearinghouse to identify providers of formal education and training or may support a literacy program. To assist faculty, the library may supply supplementary print and audiovisual material for classroom use.

Libraries emphasizing this role may specify the educational levels supported (for example, elementary and secondary, but not post-secondary).

Independent Learning Center

The library supports individuals of all ages pursuing a sustained program of learning independent of any educational provider. These individuals set their own learning objectives to meet such concerns as citizen education, self-improvement, job-related development, hobbies, and cultural interests. The staff help learners identify an appropriate learning path, determine needed resources, and obtain those resources from the library's collection or through interlibrary loan. Continuing, intensive staff involvement or counseling with individual learners is a distinguishing characteristic of this role.



The library may function as an educational information center providing occupational counseling or learning/skill inventory tools to help individuals assess their needs. Other services may include a learning exchange, linking individuals with others offering to teach a skill, or provide adult programs on high interest learning topics, such as nutrition. Staff may assist children with interests outside the school curriculum, such as pets, rock or stamp collecting, or dinosaurs. They may prepare "pathfinders," self-help research guides on selected topics, and help learners identify a customized sequence of study materials.

Libraries may focus on specific subject areas or on special age groups.

Popular Materials Center

The library features current, high demand, high interest materials in a variety of formats for persons of all ages. The library actively promotes and encourages the use of its collection.

Merchandising techniques, such as face-out shelving, displays, or paperbacks near the checkout area, may be used within the library. Special booklists may be distributed or materials gathered together to encourage circulation in connection with a library program, such as a children's story hour, summer reading program or a young adult program. The library may circulate materials at off-site outlets, such as shopping malls or community facilities. For residents in the community with limited access to library facilities, the library may include popular materials in its services to jails, nursing homes, etc.

Libraries selecting this role may specify age groups or formats to be emphasized.

Preschoolers' Door To Learning

The library encourages young children to develop an interest in reading and learning through services for children, and for parents and children together. Parents and other adult caregivers can locate materials on reading readiness, parenting, child care, and child development. Cooperation with other child care agencies in the community is ongoing.

The library promotes reading readiness from infancy, providing services for self-enrichment and for discovering the pleasures of reading and learning. Services may include programs for infants, for parents and toddlers, and for parents (e.g. "read aloud," day care story hour, traditional storytelling, parenting skills development workshops, and booktalks). The library may provide outreach to day-care facilities, or reading readiness programs. Programming introduces children and adults concerned with children to a wide range of materials and formats.

Reference Library

The library actively provides timely, accurate, and useful information for community residents in their pursuit of job-related and personal interests. The library promotes on-site and telephone reference/information services to aid users in locating needed information. Information provided may range from answering practical questions (e.g. how to remove garden pests, what to feed a guinea pig, how to apply for a job, what is the name of a poem that starts with...), to specialized business-related research (e.g. finding patent information), to providing consumer information. The library participates in interlibrary loan and cooperative reference services to meet patrons' needs for information not available locally.

Libraries selecting this role may identify subject areas of particular strength or emphasis.

Research Center

The library assists scholars and researchers to conduct in-depth studies, investigate specific areas of knowledge, and create new knowledge. The library's collection, generally developed over a long period of time, is a source of exhaustive information in selected subject areas (historic, cultural, scientific, and social). The library engages in this role as a result of tradition, community expectations, or state library agency plans, and is likely to be a net-lender for interlibrary loan activity. It may make special services available to scholars and other researchers, such as assigned carrels and lockers, customized database searching services, or operation of a photocopy center.

A library choosing this role should specify the subject disciplines in which it intends to be a Research Center. For example, in a city with a major glass fabrication industry the public library may maintain a research collection in such areas as glass chemistry or art glass.

Chapter 1
GOVERNANCE, ADMINISTRATION, AND FUNDING

This chapter covers the basic issues the library must address to have a legally recognized, adequately funded and well administered library.

PART I: GOVERNANCE

___1. Residents of the community have **free access** to tax-supported public library services. (See Appendix G)

___2. (**R1**) The library is established and maintained according to the provisions of local ordinance. (See Appendix A)

___3. A legally appointed and constituted library board governs the operation of the library. The library board represents a broad spectrum of community interests, occupations, and geographic areas.

___4. (**R2**) The library board has complete authority, within legal limits, over the library's budget and over all gifts, bequests, and donations.

___5. The library recognizes the importance of continuing education for its trustees by providing financial support for their library association dues and attendance at workshops.

___6. The library board hires the library director and delegates active management of the library to the library director.

___7. (**R3**) The library board follows statutory requirements as to fiscal year, audits, and budgeting, and makes annual and other reports to its funding authority(ies), the Regional System, and to the State Library of Iowa.

___8. (**R4**) The library board has written bylaws which outline its purpose and operational procedures. These bylaws are reviewed at least every three years.

___9. (**R5**) The library board adopts written policies for operations, collection development, and personnel, and reviews them at least every three years. The policies are available for public inspection. (See Appendix B)

___10. (**R6**) The library board meets regularly (no fewer than 10 meetings per year) with the library director in attendance at a time and place convenient for the board and the community and in accordance with the state's open meetings law.

___11. The library board is familiar with Iowa library laws and other Iowa and federal laws which affect library operations, such as minimum wage, unemployment compensation, criminal theft of library materials, and confidentiality of library records. (See LIBRARY LAWS OF IOWA)

PART II. ADMINISTRATION

___12. (**R7**) The library has a written comprehensive **long-range plan** covering the next three to five years which is developed by the board and staff with input from the community; at the very least the plan outlines goals regarding administrative and fiscal matters, personnel, collection development, programs and services, public relations, and facilities. Copies of the plan are available to the public. (See Appendix G)

___13. The comprehensive **long-range plan** contains a **mission statement**, which describes the roles and purposes of the library in the community. (See Appendix G)

___14. The comprehensive **long-range plan** includes **goals** and specific measurable **objectives**, with a timetable for implementation.

___15. The comprehensive **long-range plan** is reviewed and updated annually by the library board; an evaluation of the library's progress toward the plan's **goals, objectives**, and timetable is included in the review.

___16. (**R8**) The library conducts a community study at least every five years as part of its long-range planning efforts. (See Appendix C).

___17. (**R9**) *Library Visits Per Capita*. The library determines the number of people who come into the library during a specified time each year compared with the **jurisdiction population**. (See Appendix G)

___18. (**R10**) *Registration as a Percentage of the Population*. The library determines annually the number of people who are registered borrowers compared to the **jurisdiction population**.

___19. The library issues borrowers' cards with expiration dates of three years or less, unless another method (e.g. an automated circulation system) is used to purge inactive patron registrations on a more frequent basis.

___20. The library director provides financial and statistical reports for review at library board meetings on a regular basis.

___21. The library director and other board members conduct an orientation program for each new board member. (See IOWA TRUSTEES LIBRARY GUIDE)

___22. The library director informs the board of pending legislation on the local, state, and national levels that affects libraries, so that board members and staff can actively participate in the legislative process to effect change that will benefit libraries. (Examples: ILA Legislative Day, contacting legislators on library issues, etc.)

___23. The library director is responsible for personnel administration.

PART III: FUNDING

___24. The public library is supported by city and/or county funds on a permanent basis; grants and donations supplement, but do not supplant, the basic funding structure of the library.

___25. The library receives financial support from its funding authority(ies) sufficient to provide a level of service consistent with its **long-range plan** and the standards in this document.

___26. The library board reviews and adopts an annual budget which has been developed by the library director with input from the library staff. This budget reflects board-approved priorities for the library.

___27. The library board and the library director present the budget to their funding authority(ies).

Chapter 2
STAFFING

Staffing begins with the Library Director. Other staff is added as needed and as funding allows. All staff members:

--Project an image of competence and friendliness to the public they serve

--Have an understanding of the history and development of library services

--Know the service goals of the library

--Are aware of all library policies

--Are well-trained in the practices and procedures required by their position

___28. (**R11**) The library has a permanent, paid director who is, or will be within two years of hire, certified at a required level. (See Appendix F) A library with a director who is certified at ANY level prior to 1992 fulfills this measure as long as the library employs that director.

___29. (**R12**) The library has adopted personnel policies outlining the conditions and requirements of employment of library staff; these policies are consistent with state and federal regulations, are reviewed at least every three years, and are made available to all staff members.

___30. The library has a written personnel classification plan with salary ranges for each position and written job descriptions listing the duties of each position, including any educational and experience requirements.

___31. Library employees have salaries, hours, and benefits comparable with other community positions requiring similar educational preparation and job assignments.

___32. The library employs at least 0.5 full-time equivalent (FTE) staff per 1,000 population, but no fewer than 0.5 FTE total. Forty hours per week constitutes one FTE. Additional staff may be required according to the role(s) the library chooses. Libraries with specialized collections and/or services or those serving populations with unique needs may also require additional staff.

___33. The library has a planned orientation program for all new employees.

___34. The library provides continuing education for its director and staff at all levels by allocating a portion of its budget to reimburse continuing education costs, including travel expenses and paid time off.

Impact of Role Selection on Staffing

Community Activities Center

Personnel in charge of a library that emphasizes its role as a Community Activities Center are knowledgeable regarding the planning and execution of cultural, educational, and recreational programs for various age levels. They have adequate training to use audiovisual and other media in conjunction with programming efforts. The staff has wide, direct involvement in many community organizations. They provide community activities and act as liaisons between the library and community groups.

Community Information Center

Personnel in charge of a library that emphasizes its role as a Community Information Center are trained in up-to-date techniques for organizing and maintaining locally constructed files and indexes on community information resources. The staff participates in community organizations and keeps abreast of local activities, issues and services.

Formal Education Support Center

Personnel in a library that emphasizes its role as a Formal Education Support Center are knowledgeable about the educational programs of the community and work closely with local educators. The staff is aware of public library services that complement, but do not replace, the library services of other community educational institutions.

Independent Learning Center

Formal training for staff in a library that emphasizes its role as an Independent Learning Center includes selection of materials, organization of the collection, and education techniques for all ages. The staff is capable of developing self-guided materials for introducing learners to various subjects.

Popular Materials Library

Personnel in charge of a library that emphasizes its role as a Popular Materials Library are well-informed about techniques and tools for selecting print and nonprint materials. They are aware of popular materials of all genres for all ages and anticipate current trends in publishing and popular interests. Well-developed written and oral communication skills are essential.

Preschoolers' Door to Learning

Staff in charge of a library that emphasizes its role as a Preschoolers' Door to Learning have training in child development, selecting and using materials, and planning and implementing appropriate programs and services for preschoolers, parents, and adults working with preschool children.
(See "Youth Services In Iowa Public Libraries")

Reference Library

Personnel in charge of a library that emphasizes its role as a Reference Library have training in selecting, organizing, maintaining, and using print and nonprint materials for general and specialized information services for all ages. The staff is open and approachable and is skilled in interview techniques. Knowledge of and ability to use computer reference services should be required when appropriate.

Research Center

Personnel in a library that emphasizes its role as a Research Center are likely to have an advanced degree in subject disciplines or demonstrated knowledge and experience in an appropriate research specialty. Research librarians understand research methodologies and practice techniques for developing and maintaining an in-depth research collection. Staff should possess insight to the holdings of other research libraries within the state and at the national level. Computer research techniques should be required when appropriate, and additional time should be allowed for the staff to keep current with recent technological applications and newer information formats.

Chapter 3
COLLECTION

PART I. COLLECTION DEVELOPMENT

Collection development includes the planning, selecting and building of collections in all formats needed by the library's public.

___35. (**R13**) The library has a collection development policy, based on community needs, that includes: materials selection, requests for reconsideration of materials, collection specialties and purchase priorities, evaluation, and weeding of the collection.

___36. The library allocates funds for purchasing materials in all appropriate formats based on its collection development policy, the library's **long-range plan**, current use, and the role(s) the library has chosen.

___37. The library cooperates with other local and regional libraries (for example, public school library media centers, college and university libraries, the local historical society) in collection development to provide a wide range of materials in a variety of formats to meet the needs of the community.

___38. (**R14**) The library maintains a current, thoroughly weeded collection of books appropriate to the role(s) the library has chosen. (See Appendix D for recommended **holdings** by population and Appendix G)

___39. (**R15**) The library maintains a collection of current periodicals appropriate to the role(s) the library has chosen. (See Appendix D for recommended **holdings** by population)

___40. (**R16**) The library maintains a collection of audio recordings (e.g. compact discs, audio cassettes, phonograph records), video and/or film materials, and other nonprint materials (e.g. computer software, slides, toys, games, art reproductions) appropriate to the role(s) the library has chosen. (See Appendix D for recommended **holdings** by population)

___41. (**R17**) The library maintains a current collection of core reference materials selected from recommended lists and additional sources selected to suit the role(s) the library has chosen.

___42. The library provides materials in formats appropriate to the needs of its special population groups (large print books, books on tape, captioned video, children's material).

PART II: COLLECTION EVALUATION

Collection evaluation is the continuous process of reviewing library materials to analyze use, age, condition, timeliness and general coverages, in order to improve availability and comprehensiveness and to identify users' changing tastes and needs.

___43. (**R18**) Every item in the library's collection is evaluated for retention, replacement, or withdrawal at least every three years to determine its usefulness according to the library's collection development policy. Three percent or more of the collection is withdrawn each year.

___44. (**R19**) The library's collection is up-to-date. Five percent or more of the collection is added each year.

___45. (**R20**) *Turnover Rate*. Turnover rate is the average circulation per item owned. Turnover rate is computed by dividing total annual circulation by total **holdings**. Figures for **holdings** should reflect both cataloged and uncataloged items except for periodical **holdings**.

A	B	C
3.0 or more	2.0-2.9	1.0-1.9

___46. (**R21**) *Circulation per Capita*. The library determines the number of items that circulate. Circulation per capita is computed by dividing total circulation by **jurisdiction population**.

A	B	C
14.0 or more	8.0-13.9	Report results

___47. (**R22**) *In-library Materials Use per Capita*. The library determines the number of items used in the library. This is computed by dividing the in-library uses by **jurisdiction population**.

A	B	C
6.0 or more	4.0-5.9	Report results

___48. (**R23**) *Title Fill Rate*. The library determines the percentage of specific titles desired by library users which are available at the time of the request.

A	B	C
80% or more	70%-79.9%	Report results

___49. (**R24**) *Author and Subject Fill Rate*. The library determines the percentage of time users find materials on a specific subject, or by a specific author, at the time they look for them.

A	B	C
85% or more	80%-84.9%	Report results

___50. (**R25**) ***Browsing Fill Rate.*** The library determines the percentage of users who find something they want during browsing compared to the total number who browse.

A	B	C
98% or more	95%-97.9%	Report results

___51. (**R26**) ***Document Delivery.*** The library determines the amount of time users must wait for materials which are not available at the time of the request. (See Appendix G)

A	B	C
55% or more in 7 days	45%-54.9% in 7 days	Report results
72% or more in 14 days	62%-71.9% in 14 days	Report results
90% or more in 30 days	75%-89.9% in 30 days	Report results

Impact of Role Selection on Collection

Van House, OUTPUT MEASURES FOR PUBLIC LIBRARIES and McClure, PLANNING AND ROLE SETTING FOR PUBLIC LIBRARIES suggest ways Output Measures may be adapted and tailored to measure the performance of a specific part of the collection or the services delivered to a particular segment of the population.

Community Activities Center

Book collections are not emphasized in this role, although a library serving as a Community Activities Center may provide broad collections of nonprint materials--films, videos, realia--to support its programming activities for all ages. Audiovisual equipment is also available to promote in-house use and for loan to the public.

Community Information Center

The library serving as a Community Information Center depends on current reference materials and locally developed resource and information files including an index of the local newspaper. An extensive vertical file should exist on issues of current public interest. In addition, locally generated documents such as the municipal budget and plan, annual reports, and the local newspaper are part of the collection. (Measures of interest include title fill rate for requests for local documents.)

Formal Education Support Center

The library serving as a Formal Education Support Center provides materials to support and supplement curriculums offered in the formal education centers in the community, ranging from elementary school through college and adult continuing education. The collection includes reference materials, periodicals, indexing and abstracting services, and access to interlibrary loan. A library emphasizing this role may wish to monitor in-library materials use per capita, subject and author fill rate, and title fill rate.

Independent Learning Center

The library serving as an Independent Learning Center has a collection of nonfiction materials for independent learners of all ages in a variety of formats and for a wide range of abilities. A collection of audiocassettes or videocassettes on self-help topics may be developed. A library emphasizing this role should evaluate in-library materials use per capita, title fill rate, and subject and author fill rate.

Popular Materials Library

A library serving as a Popular Materials Library includes popular, high-interest materials for all ages for reading, viewing, and listening, with sufficient duplication to meet demand. System resource libraries may need to provide added copies of current popular materials to meet system demand. The library emphasizing this role has a high circulation per capita, characterized by a high turnover rate. (Browsers fill rate as well as title fill rate and subject and author fill rate are ways to monitor the library's improvement in providing popular materials. These measures may also be calculated separately for different age or client groups.)

Preschoolers' Door to Learning

The library serving as the Preschoolers' Door to Learning provides a variety of materials in

all formats aimed at fostering reading readiness in children, encouraging use of the imagination, and satisfying the preschool child's curiosity. The collection includes aids for parents and other adults working with preschoolers. Popular titles are available in multiple copies. A library emphasizing this role may choose to calculate circulation of preschool materials per preschool child in the service area, library visits per preschool child in the service area, and other output measures similarly adapted to focus on library services to preschoolers.

Reference Library

The library serving as a Reference Library includes a substantial collection of materials for all ages in areas of interest to local residents and businesses and the community at-large. The reference collection is extensive including encyclopedias, indexing and abstracting services, handbooks, and directories. Electronic databases may be used. Local history and genealogy collections may be emphasized. Subject and author fill rate, title fill rate, and in-library materials use per capita may be calculated by age and client groups by a library assuming this role.

Research Center

The library serving as a Research Center is a source of exhaustive information for scholars in subject disciplines designated by the library. The collection includes a large number of titles, extensive serials, microforms, and numerous printed and electronic abstracting and indexing services. A high percentage of the material is scholarly or technical in nature. Insofar as a major research library collection may act as a statewide resource provider, it may also develop its collection to fill gaps that may exist in the state. A library emphasizing this role can monitor title fill rate and in-library materials use per capita.

Chapter 4
SERVICES

PART I. REFERENCE AND READERS ADVISORY SERVICES

Reference has been defined as "personal assistance provided to users in the pursuit of information." Three major aspects constitute the core of the service: 1) provision of information; 2) guidance in choosing materials appropriate to a user's needs; and 3) instruction in library use.

Readers Advisory Service incorporates the idea of personal guidance in the selection of materials for reading, viewing, and listening.

___52. The library provides reference and readers advisory service to residents of all ages in person and by telephone during all the hours the library is open.

___53. The library provides staff trained in reference work during all hours the library is open.

___54. The library participates in regional and state coordinated interlibrary loan and resource sharing.

___55. The library cooperates with other types of libraries and with other agencies in the local area to provide information services to all residents.

___56. **(R27)** *Reference Transactions per Capita*. The library determines the average number of reference questions asked by members of the community during the year. Reference transactions per capita is calculated by dividing the total number of reference questions by the **jurisdiction population.**

___57. **(R28)** *Reference Fill Rate*. The library determines the number of reference transactions successfully completed in proportion to the total number of reference transactions.

___58. The library makes available an accurate and up-to-date community information/resource file (e.g. names of officers and contacts for community organizations and service agencies, providers of job and literacy training, etc.).

PART II. SERVICES TO SPECIAL POPULATIONS

The Public Library is responsible for assuring that its total community, including individuals with special needs, have access to information at the time needed and in a usable format. Individuals who have special needs include the educationally, culturally, and socio-economically disadvantaged in urban and rural areas; children and young people; the elderly; ethnic minorities; persons with limited English-speaking ability; the physically and mentally handicapped (including the

mentally ill); and residents of State, County, and locally funded institutions.

___59. The library identifies the needs of special population groups of all ages in its service area and develops goals and objectives for implementing services to special populations.

___60. The library studies the community at least every five years to identify other community agencies which are serving special populations and works with these agencies in planning and implementing service to special populations. (See Appendix C)

PART III. PROGRAMMING

Educational, recreational, informational and cultural programs sponsored by the library or in conjunction with other community organizations are offered to help attract new users to the library, to increase awareness and use of resources and services provided by the library, and to provide a neutral public forum for the debate of issues. Although such programming is commonly held in the library, outreach efforts may direct that some programs be held off-site.

___61. The library provides programs free of charge for children, young adults, and adults. In planning and evaluating these programs, the library considers the following factors:

--Role(s) selected by the library
--Local interest
--Population's level of education
--Population mix
--Availability of programming through the community's other social, cultural and recreational organizations

Impact of Role Selection on Services

Community Activities Center

The library serving as a Community Activities Center forms a partnership with social, governmental, cultural, and recreational organizations to provide a coordinated program of cultural and informational services for traditional and nontraditional library users of all ages. A collection of programming aids supplements these services. A community calendar is maintained and a speakers bureau may be organized. Outreach services to child-care facilities, social service agencies, and institutions introduce children whose parents are not traditional library users to the library. Programs are offered in the library and in the community, including schools and day-care facilities. Measures include program attendance per capita, library visits per capita, and use of special services (e.g. speakers bureau, programming aids).

Community Information Center

The library serving as a Community Information Center maintains a community information file. This file covers not only community service agencies but also organizations, events, and resource people. The library indexes the local newspaper(s) for area news and events. Full information and referral service is offered, linking those in need of special services with the appropriate provider. The library also designs services in response to high unemployment. The library participates in or initiates cooperative planning on community-issues programming. Measures appropriate to this role are reference transactions per capita, reference completion rate, and frequency of use of special files or services. Comparable statistics may be gathered for juvenile services.

Formal Education Support Center

The library serving as the Formal Education Support Center specifies which educational level it is supporting, from elementary to college level. Access to other area collections supporting formal education is provided through reciprocal agreements. The library may develop its collections in cooperation with those other institutions. The library cooperates with local schools through "assignment alerts." Orientation sessions and tours are offered to local classes. The library may develop a clearinghouse of educational opportunities in the area. The library works closely with community agencies promoting adult literacy training, possibly serving as a site for tutoring or coordinating a tutoring program. The library participates in staff development programs of other educational agencies. Measures appropriate to this role include reference completion rate, the number of tours and orientations annually, the number of cooperatively sponsored programs, and use of specially designed services.

Independent Learning Center

The library serving as the Independent Learning Center works with learners of all ages in identifying needed resources. The library may develop individualized study lists after consultation with a patron and alert patrons to new materials on their study topics. These services may also be provided to the institutionalized. The library is a resource for adults needing information related to life stages, coping skills, job-related competencies, and self-improvement. The library can coordinate a learners exchange, linking users to those offering to teach a skill one on one. Measures related to this role are in-library materials use per capita,

reference transactions per capita, and subject fill rate.

Popular Materials Library

The library serving as a Popular Materials Library will emphasize readers advisory services to aid users of all ages in selecting desired materials. The library may prepare and distribute reviews of popular materials. The library provides deposit collections of popular materials for use by special populations, including collections in community centers, day-care centers, social services, and institutions (for example, jails or nursing homes). Library programming includes book talks and discussion groups both at the library and at schools and other community locations. Service measures appropriate for this role include amount of readers advisory conducted and turnover rate for special deposit collections.

Preschoolers' Door to Learning

The library serving as the Preschoolers' Door to Learning emphasizes programs introducing preschool children to a variety of materials in order to encourage reading, thinking, and communication skills. Readers advisory services are offered to preschoolers, their parents, and child-care providers. Outreach services to child-care facilities, social service agencies, and institutions introduce preschoolers whose parents are not traditional library users to the library. (Measures appropriate to this role include preschool program attendance per preschool child, preschool registration, and number of outreach visits.)

Reference Library

The library selecting this role emphasizes general reference services to all age groups. On-site and telephone reference assistance is provided; online searching capabilities may enhance the service. The library also provides information service to the institutionalized. The library is a reference center for human services professionals who work with special needs populations. Programming focuses on topics of practical advice (estate and financial planning, consumer awareness, and so forth). When examining the measures, a library assuming this role could expect a high reference completion rate and current reference collection.

Research Center

The library serving as a Research Center emphasizes a comprehensive reference collection and individualized reference assistance and participates in local, regional, and statewide networks. Its collections and subject specialists may draw requests from across the state. Extensive cooperative arrangements and projects with other libraries and agencies are expected. The library offers customized database searching by subject specialists on the library staff. For measures of resource sharing, a library assuming this role may expect a high number of items loaned to other libraries. Document delivery, too, is an important measure. The library's data concerning reference transactions per capita and reference completion rate is higher than those libraries assuming only the reference center role.

Chapter 5
PUBLIC RELATIONS

Library public relations is a coordinated effort to communicate a positive image of the library and promote the availability of the library's materials, services, and programs. A public library should integrate an active public relations program into its **long-range plan**. Public relations should be a planned, continuous effort by the library to carry on positive communications with its various audiences.

___62. The library develops an annual public relations program and allocates funds for public relations activities.

___63. The library produces visually appealing printed materials, graphics, and signage.

___64. The library board and staff evaluate all policies and procedures in terms of their effect on the public and on the library's public relations.

___65. (**R29**) The library uses at least 4 approaches to publicity.
Those listed below are generally accepted as effective.

--Staff and board involvement in community organizations and activities

--Staff "walk-throughs" the library to assess the image it projects

--TV and/or radio exposure

--Newspaper articles, columns, or ads

--Talks to community groups and organizations

--Posters, flyers, brochures, and bookmarks advertising library services

--Annual reports attractively packaged and made available to the public

--Attractive and frequently changed exhibits, displays, and bulletin boards

___66. The library determines the public's awareness level of various library services (e.g. reference, story hours, public access computers, large-print books, online searching). This may be done every five years during the community study. (See Appendix C)

___67. The library designates a staff member to coordinate public relations activities.

Impact of Role Setting on Public Relations

Community Activities Center

Library public relations focuses on community clubs, groups, organizations, cultural and educational institutions, and local government. The availability of meeting facilities and programming opportunities is emphasized. Library staff members may regularly attend meetings of these local groups to promote library programs and services.

Community Information Center

The library makes a special effort to direct its public relations activities toward human service and community organizations promoting the library's central function as a clearinghouse for information about those organizations. The library provides a community resource list updated annually.

Formal Education Support Center

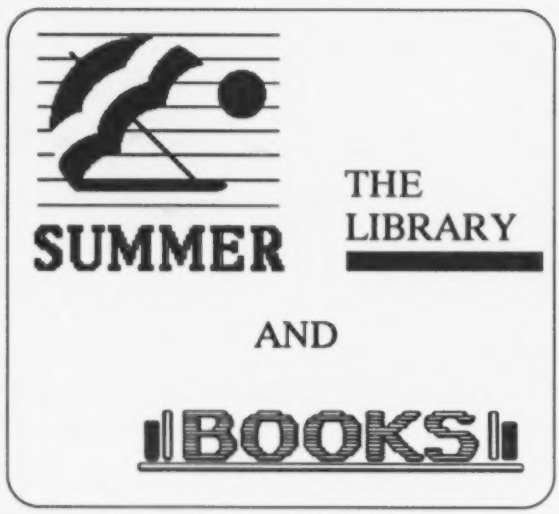
The library identifies the levels of education it supports and directs its public relations efforts to providers and students at those levels. Annually, the library communicates directly with educators and/or students about the library's materials and services; direct communication can be achieved through newsletters, shared continuing education activities, library tours, letters, in-person presentations, or other appropriate means.

Independent Learning Center

The library focuses its promotional efforts on the general public, emphasizing its general resources and services. To assist with independent use of its collection, the library provides clear directional signs and distributes pathfinders, bibliographies, and other search aids.

Popular Materials Library

Public relations efforts are directed to the public at-large and focus attention on the library's basic collections and services. The library's arrangement promotes easy use of its collection. A library emphasizing this role would employ in-house display techniques, dynamic sign systems, and bookstore marketing methods.



Preschoolers' Door to Learning

The library directs its public relations efforts to preschool children, parents, adults working with preschoolers, and community agencies serving children (including preschools, child-care facilities, and health-care providers). Promotion of programs and services is directed to the appropriate audience (for example, preschool story hours to parents). Promotional efforts could include joint activities with community groups and businesses. Efforts directed

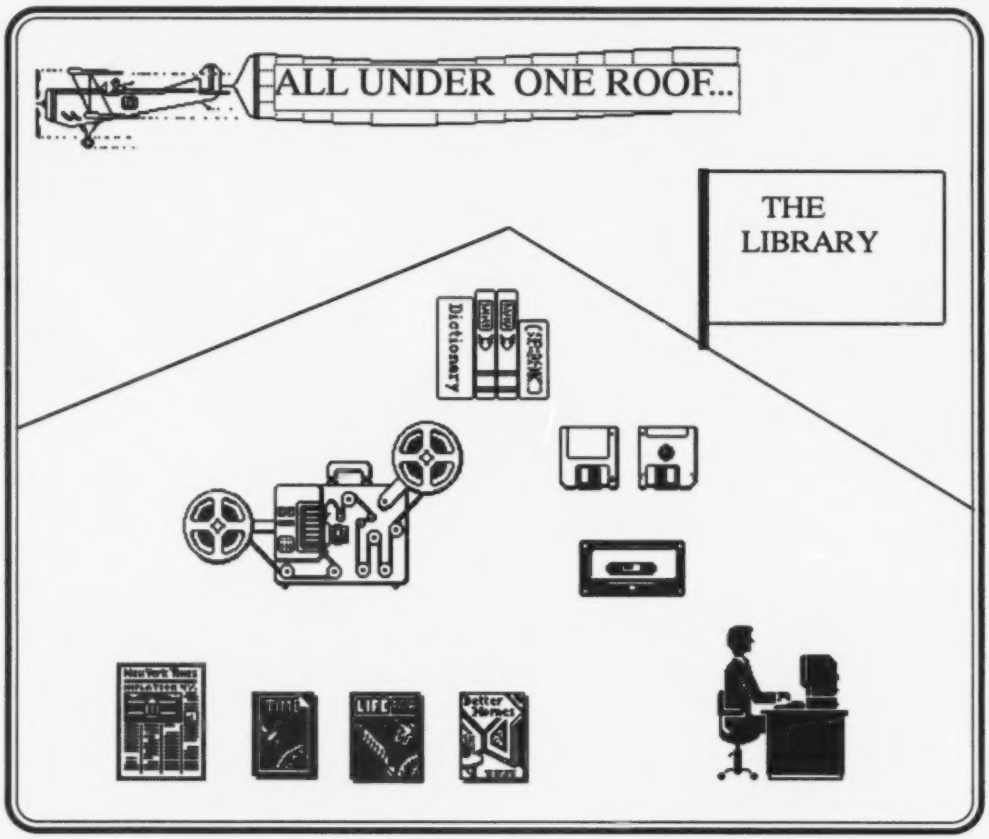
toward preschool children should make use of visual media and pictorial display and signs.

Reference Library

The library directs its public relations effort to the business, professional, and governmental segments of the community in addition to the general public, emphasizing its information resources and services; the library communicates directly with specific target audiences such as genealogists and local history researchers at least semi-annually through newsletters, information sheets, bibliographies, tours, or other appropriate means.

Research Center

The library communicates the availability of its materials and services to scholars and others who may be interested in its special collections. This can be accomplished through newsletters or communications with area universities, research institutes, or professional societies. The library also communicates to other libraries in the system and across the state regarding the nature of its collections and services.



Chapter 6
ACCESS AND FACILITIES

PART I. ACCESS TO INFORMATION AND MATERIALS

The local public library is responsible for providing and coordinating access to knowledge, information, and diversity of ideas for its service population. "Access" refers not only to a library's location and to the number of hours it is open, but also to the efforts made by the library to extend its services into the broader community. It encompasses the bibliographic access to the library's collections, and through technology, access to collections of other libraries.

___68. **(R30)** The library board adopts policies consistent with the principles set forth in the ALA Library Bill of Rights and all official ALA interpretations. (See Appendix H)

___69. Library service is offered at a geographic location requiring no more than 15 minutes travel time (one way) in densely populated urban areas and 30 minutes (one way) elsewhere.

___70. The library provides access to its collections and services for patrons unable to travel to the library (e.g. homebound services, deposit collections, programs held outside the library, bookmobile service, service to hospitals, jails, or institutions).

___71. All library services and materials are available to all individuals when the library is open.

___72. **(R31)** Library hours are fixed, posted, and include morning, afternoon, evening, and weekend hours based on users' and potential users' disposable time. An evening hour is defined as after 5:00. The library must be open until at least 5:30 one day a week to satisfy this measure.

___73. **(R32)** Minimum days and hours of service are as follows, with consideration always given to weekend and evening hours:

Population	A Not less than	B Not less than	C Not less than
Under 500	5 days/25 hrs.	5 days/20 hrs.	4 days/20hrs.
500-999	5 days/25 hrs.	5 days/20 hrs.	4 days/20 hrs.
1,000-2,499	6 days/35 hrs.	6 days/25 hrs.	5 days/20 hrs.
2,500-4,999	6 days/45 hrs.	6 days/35 hrs.	5 days/25 hrs.
5,000-9,999	7 days/56 hrs.	6 days/50 hrs.	5 days/45 hrs.
10,000-24,999	7 days/68 hrs.	6 days/64 hrs.	6 days/56 hrs.
25,000-49,999	7 days/72 hrs.	6 days/68 hrs.	6 days/64 hrs.
50,000-74,999	7 days/72 hrs.	6 days/68 hrs.	6 days/64 hrs.
Over 74,999	7 days/72 hrs.	6 days/68 hrs.	6 days/64 hrs.

___74. The library converts its bibliographic and **holdings** information into machine-readable form using the MARC standard and submits this information to the statewide database(s) (e.g. OCLC, Iowa Locator).

___75. The library provides access to the statewide database(s) for its staff and its patrons, either on-site or through the Regional Library.

___76. (**R33**) The library has a telephone with the number listed in both the white and yellow pages of the telephone directory.

___77. The library has sufficient incoming telephone lines to accommodate staff and user needs.

___78. The library provides printed directional signs and instructions for the use of collections, the card catalog, and other library services.

___79. (**R34**) The library has a **catalog** of its **holdings** located in an area easily accessible to users, staff, and materials. (See Appendix G)

PART II. THE PHYSICAL FACILITY

The facility housing the library's service also has a direct effect on access. The public library building offers the community a compelling invitation to enter, read, listen and learn. A model library building is flexible enough to respond to changing use and service patterns. The building accommodates collections growing in scope and variety of format. The building is designed for user efficiency to encourage extensive public use, and for staff efficiency to encourage economy, since staff costs are the major expense in library operations.

___80. The library facility has adequate space to implement the full range of library services consistent with the library's comprehensive **long-range plan** and the standards in this document. (See Appendix E)

___81. At least every five years, the library director, with input from the staff, completes and shares with the board a written space needs assessment based on the following: current space requirements; community study findings; changes in access points, services, size of collection, types of materials, and staffing levels mandated by the library's **long-range plan**; and space requirements resulting from implementation of the standards in this document. (See Appendix E)

___82. (**R35**) The library building meets or will meet by December 31, 1991, state requirements for **accessibility**. (See Appendix G)

___83. Adequate and convenient parking is available to the library's patrons and staff on or adjacent to the library's site.

___84. The outside of the building is well lighted and identified with appropriate signs of high visibility. The signs include service hours.

___85. The library building complies with fire, safety, sanitary, and other local and state codes.

___86. Interior lighting is evenly distributed and glare is avoided.

___87. The library has proper temperature and humidity control throughout the year for the comfort of the public and staff, and for protection of library materials.

___88. The library has public meeting space available for its programming and for use by other community groups.

___89. The library has allocated space for child and family use, with all materials readily available, and provides furniture and equipment designed for children's use.

___90. (**R36**) A book return is provided for returning library materials when the library is closed.

Impact of Role Setting on Access and Facilities

Community Activities Center

A library serving as a Community Activities Center provides a variety of specialized areas to support programming activities. The library may share its facility with another agency. Several meeting rooms offer flexibility to meet the needs of many user groups, large and small. The meeting facilities provide appropriate lighting, power, and audio support for the full range of audiovisual equipment. In-house listening and viewing stations encourage the use of library material in a wide variety of formats. An audiovisual production lab or cable TV studio may be considered.

Community Information Center

A library serving as a Community Information Center provides a variety of current information on community organizations, issues, and services. The building may be organized around an information desk, with the circulation desk serving as a secondary public service point. Displays and literature distribution areas are prominent. Adequate incoming telephone lines are needed. Ample meeting room space and convenient parking support the library's programming activities.

Formal Education Support Center

In a library serving as a Formal Education Support Center, the catalog, the reference collection, and the nonfiction collection are conveniently close to each other and to reader seating. Public service desks in the reference area are highlighted. Seating emphasizes individual carrel seating and seating in small groups at tables. The library may provide separate small-group study rooms or quiet study areas. Typing facilities, public access microcomputers, photocopiers, and CATV capability should be provided.

Independent Learning Center

Ease of use is crucial in a library serving as an Independent Learning Center. Key elements in the library--the catalog and the collections--are prominently placed and accessible. A clear and thorough sign system guides the user independently through the collection. Different reading and study environments are provided, including table seating and carrel seating, with space set aside for quiet study. A listening and viewing lab is available; CATV capability should be considered.

Popular Materials Library

A library serving as a Popular Materials Library has a highly visible and accessible site. Space and collections are arranged to encourage browsing and borrowing by all ages. Display shelving attracts the user's attention. Prominent and easily read signs guide the user. Staff work space may emphasize the circulation function. Casual seating is provided, though because users are encouraged to borrow material and use it at home or at work, less seating may be required. More parking around the library may be designated "short-term parking."

Preschoolers' Door to Learning

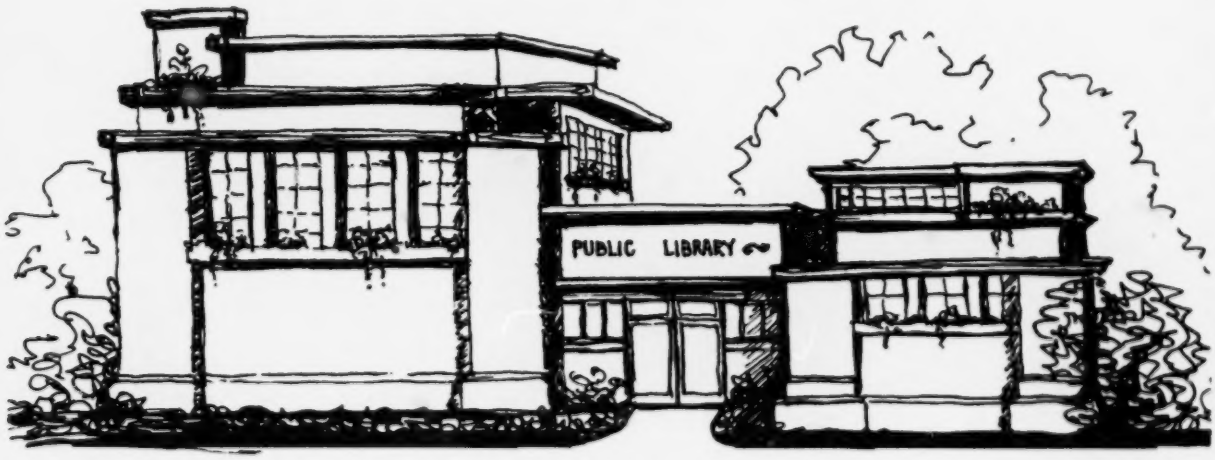
A library serving as a Preschoolers' Door to Learning may be located to allow safe and easy access. The library provides a variety of furnishings in a variety of environments to accommodate the various and often unorthodox ways a preschooler approaches the use of space. Furnishings and equipment are selected in sizes for preschool children. A listening and viewing area is provided. A separate, inviting area may be designated for storytimes and other programs. The circulation desk may include a separate area to accommodate younger patrons.

Reference Library

In a library serving as a Reference Library, reference collections are located in a place of prominence, with ample public service desks to provide ready staff assistance to library users during all of the library's scheduled hours of service. Comfortable, quiet space is available for public use of these collections. An increased number of incoming telephone lines may be needed for telephone reference and online data base searching.

Research Center

A library serving as a Research Center provides exhaustive information in selected subject areas and an environment in which users are encouraged to work for extended periods. Generous floor space is needed to house an extensive collection. Shelving arrangements emphasize high-density storage; compact shelving may be appropriate for portions of the collection. Seating is plentiful and favors individual study carrels over other types. Seating is located in close proximity to the collections. Quiet study rooms and a photocopying center may be provided. Computer work stations for public access should be considered.



APPENDIX A
MODEL ORDINANCE

AN ORDINANCE TO (ESTABLISH A PUBLIC LIBRARY AND) TO PROVIDE FOR THE APPOINTMENT, POWERS AND DUTIES OF A BOARD OF LIBRARY TRUSTEES

Be it Enacted by the Council of the City of _____, Iowa:

SECTION 1. PURPOSE. The purpose of this ordinance is to provide for the (establishment of a free public library for the city and for the) creation and appointment of a city library board of trustees, and to specify that board's powers and duties.

SECTION 2. PUBLIC LIBRARY. There is hereby established a free public library for the city, to be known as the _____ Public Library.

SECTION 3. LIBRARY TRUSTEES. The board of trustees of the _____ Public Library, hereinafter referred to as the board, consists of _____ members. All (residents) board members are to be appointed by the mayor with the approval of the council. (The nonresident member shall be appointed by the mayor with the approval of the board of supervisors.)

SECTION 4. QUALIFICATIONS OF TRUSTEES. All of the members of the board shall be bona fide citizens and residents of the city (except the nonresident member), and all shall be over the age of eighteen (18).

SECTION 5. ORGANIZATION OF THE BOARD.

1. Terms of office. All appointments to the board shall be for six (6) years, except to fill vacancies. Each term shall commence on July first. Appointments shall be made every two (2) years of one-third the total number as near as possible, to stagger the terms. (The present incumbents are confirmed in their appointments and terms.)

2. Vacancies. The position of any trustee shall be vacant if he moves permanently from the city (or county in the case of a nonresident county member); or if he is absent from six (6) consecutive regular meetings of the board, except in the case of sickness or temporary absence from the city. Vacancies in the board shall be filled by appointment of the mayor, with approval of the council (of the board of supervisors in the case of the nonresident member), and the new trustee shall fill out the unexpired term for which the appointment is made.

3. Compensation. Trustees shall receive no compensation for their services.

SECTION 6. POWERS AND DUTIES. The board shall have and exercise the following powers and duties:

1. To meet and elect from its members a president, a secretary, and such other officers as it deems necessary. The (city treasurer) shall serve as board treasurer, but shall not be a member of the board.

2. To have charge, control and supervision of the public library, its appurtenances, fixtures and rooms containing the same.

3. To direct and control all the affairs of the library.

4. To employ a librarian, and authorize the librarian to employ such assistants and employees as may be necessary for the proper management of the library, and fix their compensation; provided, however, that prior to such employment, the compensation of the librarian, assistants and employees shall have been fixed and approved by a majority of the members of the board voting in favor thereof.

5. To remove by a two-thirds vote of the board the librarian and provide procedures for the removal of assistants or employees for misdemeanor, incompetency or inattention to duty, subject, however to the provisions of Chapter 70, Code of Iowa.

6. To select, or authorize the librarian to select, and make purchases of books, pamphlets, magazines, periodicals, papers, maps, journals, other library materials, furniture, fixtures, stationery and supplies for the library within budgetary limits set by the board.

7. To authorize the use of the library by nonresidents of the city and to fix charges therefor.

8. To make and adopt, amend, modify or repeal rules and regulations, not inconsistent with ordinances and the law, for the care, use, government and management of the library and the business of the board, fixing and enforcing penalties for violations.

9. To have exclusive control of the expenditure of all funds allocated for library purposes by the council, and of all moneys available by gift or otherwise for the erection of library buildings, and of all other moneys belonging to the library including fines and rentals collected, under the rules of the board.

10. To accept gifts of real property, personal property, or

mixed property, and devises and bequests, including trust funds; to take the title to said property in the name of the library; to execute deeds and bills of sale for the conveyance of said property; and to expend the funds received by them from such gifts, for the improvement of the library.

11. To keep a record of its proceedings.

12. To enforce the performance of conditions on gifts, devises and bequests accepted by the city by action against the city council.

13. To have authority to make agreements with the local county historical associations, where such exist, and to set apart the necessary room and to care for such articles as may come into the possession of the association. The trustees are further authorized to purchase necessary receptacles and materials for the preservation and protection of such articles as are in their judgment of a historical and educational nature and pay for the same out of funds allocated for library purposes.

SECTION 7. POWER TO CONTRACT WITH OTHERS FOR THE USE OF THE LIBRARY.

1. Contracting. The board may contract with any other boards of trustees of free public libraries of any other city, school organization, institution of higher learning, township, or county, or with the trustees of any county library district for the use of the library by their respective residents.

2. Termination. Such a contract may be terminated at any time by mutual consent of the contracting parties. It also may be terminated by a majority vote of the electors represented by either of the contracting parties. Such a termination proposition shall be submitted to the electors by the governing body of a contracting party on a written petition of not less than five (5) per cent in number of the electors who voted for governor in the territory of the party at the last general election. The petition must be presented to the governing body not less than forty (40) days before the election. The proposition may be submitted at any election provided by law that is held in the territory of the party who is seeking to terminate the contract.

SECTION 8. NONRESIDENT USE OF THE LIBRARY. The board may authorize the use of the library by nonresidents in any one or more of the following ways:

1. By lending books or other materials of the library to

nonresidents on the same terms and conditions as to residents of the city, or upon payment of a special nonresident library fee.

2. By establishing depositories of library books or other materials to be loaned to nonresidents.

3. By establishing bookmobiles or a traveling library so that books or other library materials may be loaned to nonresidents.

4. By establishing branch libraries for lending books or other library materials to nonresidents.

SECTION 9. LIBRARY ACCOUNT. All money appropriated by the council from the general fund for the operation and maintenance of the library shall be set aside in an account for the library. Expenditures shall be paid for only on orders of the board, signed by its president and secretary. The warrant writing officer is the (city clerk, city finance officer, board secretary, librarian).

SECTION 10. ANNUAL REPORT. The board shall make a report to the city council immediately after the close of the municipal fiscal year. This report shall contain statements of the condition of the library, the number of books added thereto, the number circulated, the amount fines collected, and the amount of money expended in the maintenance of the library during the year, together with such further information required by the council.

SECTION 11. REPEALER. All ordinances or parts of ordinances in conflict with the provisions of this ordinance are hereby repealed.

SECTION 12. SEVERABILITY CLAUSE. If any section, provision or part of this ordinance shall be adjudged invalid or unconstitutional, such adjudication shall not affect the validity of the ordinance as a whole or any section, provision or part not adjudged invalid or unconstitutional.

SECTION 13. WHEN EFFECTIVE. This ordinance shall be in effect after its final passage, approval and publication as provided by law.

Passed by the Council on the _____ day of _____ 19 __ ,

and approved this _____ day of _____ , 19___.

_____
Mayor

Attest:_____
Clerk

APPENDIX B
LIBRARY SERVICE POLICIES

A library must have policies on Library Operations, Collection Development, and Personnel. Other policies may be adopted as deemed appropriate. All policies must be in written form, adopted by the Library Board, available to the public, and regularly reviewed. The Regional Libraries can assist in locating sample policies.

Suggested items for required policy areas are as follows:

I. LIBRARY OPERATIONS

Circulation Services
- --Borrowers' responsibilities
- --Borrower eligibility
- --Equipment use
- --Fines
- --Non-resident fees
- --Registration
- --Confidentiality of records
- --Loan periods
- --Lost/damaged materials
- --Renewals and reserves

Interlibrary Loan Services
- --Participation in Regional/State networks
- --Protocols/procedures
- --Fees

Reference Services
- --Homework assignments
- --In-person vs. telephone questions
- --Online searches
- --Reference interviews

II. COLLECTION DEVELOPMENT
- --Community/clientele descriptions
- --Evaluation of collection
- --Purpose of collection
- --Selection criteria/procedures
- --Statements concerning intellectual freedom (e.g. Freedom to Read, Freedom to View, Library Bill of Rights, etc.)
- --Withdrawal of materials

III. PERSONNEL
- --Benefits
- --Vacancies
- --Procedures
- --Salaries/position classifications
- --Staff development/training
- --Vacations/leaves

APPENDIX C
COMMUNITY STUDY

A Community Study refers to the process of collecting information about the library and its community. Information collected in a community study is used to:

--Identify factors in the library's environment that may affect the provision of services;

--Reveal community needs for library services;

--Demonstrate to community decision makers the library's understanding of its services and its community;

--Suggest possible library roles, goals, and objectives.

Information gathered about the community includes, but is not limited to:

--Age, sex, ethnic, and educational characteristics;

--Birth, death, and unemployment rates;

--Mix of business, agricultural, industrial, and service sectors;

--Economic cycles;

--Institutions, clubs, societies, religious groups, traditions, and history;

--Agencies, libraries, schools, newspapers, magazines, bookstores, radio and television stations.

Information gathered about the library includes, but is not limited to:

--The building (its age, condition, traffic patterns, signage, appearance, location, accessibility, parking, space needs)

--The collection (breadth and depth of holdings, available formats, use patterns, condition, patron requests)

--Staff (educational levels, salary and benefit comparisons with other libraries or departments, length of service, job satisfaction, workload, opportunities for training or continuing education)

--Management (efficiency and effectiveness of departments, administrative procedures, communication, and networking)

--Budget allocation (adequacy, comparison with other libraries, analysis of allocating by service or budget category)

Sources for the above information and/or methods of collecting the data include the following:

--Census materials

--Government documents (e.g. COUNTY AND CITY DATA BOOK)

--Other published statistical information

--Local reports/surveys by other agencies

--Output measures

--Surveys

--**Focus groups** (See Appendix G)

Surveys are the most thorough means of getting input from a cross-section of various community members. Library surveys obtain information directly from individuals such as library users, staff, and citizens. Surveys may be done in person, by telephone, by mail, or with a variety of drop-off and pick-up methods. Surveys are flexible, adaptable, and efficient, but require careful design, pretesting, administration, and interpretation. The Materials Availability Survey which is performed during Output Measures is an example of a library user survey. Citizen surveys are most effectively conducted by telephone or by mail, and samples of questions to include or survey designs may be obtained from the Regional Libraries.

APPENDIX D
RECOMMENDED MINIMUM HOLDINGS

Books

Recommended minimum holdings (volumes in a CURRENT, THOROUGHLY WEEDED COLLECTION) shall be as follows:

Population	A Level C plus additional volumes per capita	B Level C plus additional volumes per capita	C
under 500	1.00	0.50	5,000
500-999	1.50	1.00	7,500
1,000-2,499	2.00	1.00	10,000
2,500-4,999	2.00	1.00	15,000
5,000-9,999	2.00	1.00	20,000
10,000-24,999	1.50	0.75	35,000
25,000-49,999	1.00	0.50	85,000
50,000-74,999	1.00	0.50	140,000
over 75,000	0.75	0.50	295,000

In addition, the public library shall have rapid access through the Regional System and other interlibrary loan networks to all of the titles published in the United States, and foreign titles as are available.

Periodicals

Recommended minimum current periodical titles shall be as follows:

Population	A Level C plus additional titles per 100 population	B Level C plus additional titles per 100 population	C
under 500	1.0	0.5	10
500-999	1.0	0.5	20
1,000-2,499	1.0	0.5	30
2,500-4,999	1.0	0.5	40
5,000-9,999	1.0	0.5	80
10,000-24,999	1.0	0.5	125
25,000-49,999	0.4	0.2	250
50,000-75,000	0.3	0.1	450
over 75,000	0.3	0.1	450

In addition, the public library shall have ready access to extensive back file collections through interlibrary loan.

Audio-Visual Collection

Recommended minimum audiovisual titles which are UP-TO-DATE AND IN USABLE CONDITION shall be as follows:

Population	A Level C plus additional titles per 100 population	B Level C plus additional titles per 100 population	C
under 500	10	5	50
500-999	10	5	100
1,000-2,499	10	5	150
2,500-4,999	10	5	200
5,000-9,999	10	5	500
10,000-24,999	10	5	1,000
25,000-49,999	10	5	3,500
50,000-74,999	10	5	6,500
over 75,000	10	5	9,000

APPENDIX E
SPACE NEEDS WORKSHEET

Library _____
Person completing form_____ Date _____

Step 1. Design Population
- a. Current local population (for comparison only) _____
- b. Projected local population ..... _____
- c. Projected nonresident population ..... _____
- d. Design population (b+c) ..... _____

Step 2. Collection Space
- a. Books _____ volumes ÷ 10 ..... _____ sq. ft.
- b. Recordings _____ items ÷ 10 ..... _____ sq. ft.
- c. Video cassettes_____ items ÷ 15 ..... _____ sq. ft.
- d. Periodical display _____ titles ÷ 1.5 _____ sq. ft.
- e. Periodical storage _____ titles x 0.5 x ___ yrs. retained.. _____ sq. ft.
- f. TOTAL (a+b+c+d+e)....._____ sq. ft.

Step 3. User Seating Space
- a. Number of seats for projected population <u>under 10,000</u>: 7-10 seats/ each 1,000 people_____ seats
  Number of seats for projected population <u>over 10,000</u>: 5 seats/ each 1,000 people..._____ seats
- b. _____ seats x 30 ..... _____ sq. ft.

Step 4. Staff Work Space
- a. _____ stations x 150 ..... _____ sq. ft.

Step 5. Meeting Room Space
- a. General meeting space _____ seats x 10 _____ sq. ft.
- b. Conference room space _____ seats x 25 _____ sq. ft.
- c. Children's prog. space ____ seats x 10 _____ sq. ft.
- d. TOTAL (a+b+c) ..... _____ sq. ft.

Step 6. Special Space
- a. Collection space (from 2.f.)..... _____ sq. ft.
  User seating space (from 3.b.)..... _____ sq. ft.
  Staff work space (from 4.a.)..... _____ sq. ft.
  Meeting room space (from 5.d.)..... _____ sq. ft.
- b. SUBTOTAL 1..... _____ sq. ft.
- c. Multiply subtotal 1 by 0.1 ..... _____ sq. ft.

(An alternative is to list specific types of special-use space and their representative space allocations, and enter the total in 6.c.)

Step 7. Nonassignable Space

a. SUBTOTAL (from 6.b.)	_____	sq. ft.
b. Special-use space (from 6.c.)	_____	sq. ft.
c. SUBTOTAL 2 (a+b)	_____	sq. ft.
d. Multiply subtotal 2 by 0.25	_____	sq. ft.

Step 8. Putting It All Together

a. Collection space (from 2.f.)	_____	sq. ft.
b. User seating space (from 3.b.)	_____	sq. ft.
c. Staff work space (from 4.a.)	_____	sq. ft.
d. Meeting room space (from 5.d.)	_____	sq. ft.
e. Special-use space (from 6.c.)	_____	sq. ft.
f. Nonassignable space (from 7.d.)	_____	sq. ft.
g. GROSS AREA NEEDED (a+b+c+d+e+f)	_____	sq. ft.

Notes

For complete information and instructions on how to determine current space needs see Dahlgren, PUBLIC LIBRARY SPACE NEEDS: A PLANNING OUTLINE. (See Appendix H)

APPENDIX F
STATE LIBRARY OF IOWA CERTIFICATION

Certification and recertification are available at six levels dependent upon education and experience. These levels are:

Level I High School diploma or GED, and 10 contact hours in each of the 4 following areas (total 40 contact hours):
1) public library administration
2) selection of all types of library materials
3) organization of library materials
4) reference and information services

Level II High School diploma or GED; 30 hours of college credit* or 5 years of library work; and 10 contact hours in each of the 4 areas specified in Level I.

Level III High School diploma or GED; and 60 hours of college credit* or 10 years of library work; and 10 contact hours in each of the 4 areas specified in Level I.

Level IV Graduation from an accredited college or university* and 10 contact hours in each of the 4 areas specified in Level I.

Level V Graduation from an accredited college or university and college* coursework in each of the 4 following areas:
1) public library administration
2) selection of all types of library materials
3) organization of library materials
4) reference and information services

Level VI Graduate degree in library or information science from an institution of higher education*.

*College credit must be from an institution accredited by a state or regional accrediting association.

While acknowledging that each library employee must be evaluated on his or her specific talents, the commitment of Iowa to quality library staff members is supported in this document by recommending compliance with the State Library's certification program.

REQUIRED CERTIFICATION LEVELS FOR LIBRARY DIRECTORS BY SIZE OF COMMUNITY

Population	Certification Levels
0 - 999	I, II, III, IV, V, VI
1,000 - 2,499	II, III, IV, V, VI
2,500 - 4,999	III, IV, V, VI
5,000 - 19,999	IV, V, VI
20,000 - 49,999	VI
50,000 and above	VI

Appendix G
GLOSSARY

ACCESSIBILITY: See Accessible Route.

ACCESSIBLE ROUTE: The Iowa State Building Code, 16.701(1), defines accessible route as "a continuous unobstructed path connecting all elements and spaces in a building or facility that can be negotiated by a severely disabled person using a wheelchair and that is also safe for and usable by people with other disabilities. Interior accessible routes may include corridors, floors, ramps, elevators, lifts, and clear floor space at fixtures. Exterior accessible routes may include parking access aisles, curb ramps, walks, ramps, and lifts."

ARCHITECTURAL BARRIERS: Those elements of a site, building, or facility that prevent ease of use for all persons. Such architectural barriers include, but are not limited to: stairs, revolving doors, narrow doorways, narrow rest rooms, high placement of fixtures (e.g. light switches, sinks, etc.), high placement of public telephones and drinking fountains, abnormal grading levels, and distant parking.

CATALOG: A catalog is a listing of the library's holdings. Catalogs may take many forms, including book, card, microfiche, and computer catalogs.

DISABLED: See Handicapped.

DOCUMENT DELIVERY: Document delivery is a service that provides access to materials requested but not immediately available. This service includes reserves, interlibrary loan, and requested purchases.

FOCUS GROUPS: Focus groups usually consist of 8-12 people with common characteristics who agree to participate in a structured but informal discussion of issues related to products or services of the sponsoring organization.

FREE ACCESS: In a library which allows free access, no fees are assessed for services (interlibrary loan, reserves, online searches, etc.) or for any equipment or materials that are part of the circulating collection (videos, art prints, AV equipment, etc.). A library with free access may charge for any products meant for patron consumption (i.e. items that patrons pay for and keep) such as photocopies, computer supplies, and microfiche/microfilm printouts. Fines and penalties are not considered fees.

GOALS: A goal sets a broad direction or establishes a broad purpose for the library to achieve. A goal is not measurable and does not fall within a fixed time frame (e.g. to improve library service to the elderly).

HANDICAPPED: The Iowa State Building Code, 16.701(B), defines handicapped persons as "those with significant limitations in using specific parts of the environment."

HOLDINGS: Holdings are the cataloged and uncataloged items in the library's collection.

IN-KIND SERVICES: Services provided for the library by an outside source which are not directly paid by the library. For example, a library that shares space with city offices in a municipal building may not pay for electricity or heat.

JURISDICTION POPULATION: The number of people residing within the geographical area for which a public library has been established. For the purposes of this document, do not consider the library's larger service area, which could include rural areas, other cities, and other counties.

LONG-RANGE PLAN: A plan that projects 3-5 years into the future and outlines the library's goals and objectives for maintaining and developing collections and services to meet the community's needs. Development of such a plan usually involves the staff, the trustees, and the general public.

MISSION STATEMENT: A mission statement is a concise expression of the library's purpose. It builds on, but is not limited to, the roles chosen by the library.

OBJECTIVE: An objective is a measurable result to be achieved in a specific time period (e.g. increase the circulation of large print books by 25% by December 31, 1991).

PERIODICAL: For the purpose of IN SERVICE TO IOWA, a periodical includes journals, magazines, and newspapers. Serial items such as directories, year books, and indexes are books rather than periodicals.

SERVICE POPULATION: All people eligible to use the library.

APPENDIX H
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